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Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 3B

Module 3

Experience Québec

Alberta Education

Grade 5 Social Studies
Module 3: Experience Québec
Home Instructor's Guide and Assignment Booklet 3B
ISBN 978-0-7741-2939-8

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Table of Contents

Chapter Summaries

Chapter 8: Québec Treasures 4

Chapter 9: Aboriginal Peoples of Early Québec 4

Chapter 10: Fish and Fur 5

Chapter 11: In Search of Furs 5

Chapter 12: Furs and Farms 6

Chapter 13: The Fall of New France 6

Chapter 14: A Nation Develops 7

Chapter 15: Au Revoir, Canada 7

Chapter Summaries

Chapter 8: Québec Treasures

Objective

This chapter focuses on Québec's national and provincial parks and geographic phenomena such as Percé Rock.

Instructional Strategies

Ask the student to read the Parks Canada mandate to you. It can be found on the Parks Canada website. Have the student tell you what it means to him or her.

Have the student show you Anticosti Island and the Magdalen Islands (Iles de la Madeleine) on the map of Québec.

Ask the student why Percé Rock was given that name. It's French for "pierced." Guide the student to see the similarities in the words *percé* and *pierced*. The rock appears to have been pierced at the arch.

The student works in Assignment Booklet 3B. Remind the student to return to the Student Module Booklet after completing the assignment.

Chapter 9: Aboriginal Peoples of Early Québec

Objective

This chapter focuses on the ways of life of Aboriginal peoples in Québec and how the cultures are unique in each region.

Instructional Strategies

Encourage the student to explore the Internet to look for websites on Aboriginal stories. Have the student retell the stories to you and to his or her family.

Ask the student to consider why only the Haudenosaunee and Ouendat farmed: they lived in the most fertile region of Canada—the St. Lawrence and Great Lakes Lowlands. Canada's other Aboriginal peoples had harsher living conditions (the climate, poor soil, physical features of the land), were nomadic (following animals), or lived off other resources (such as fish).

The student works in the Assignment Booklet 3B after completing the chapter.

Chapter 10: Fish and Fur

Objective

This chapter focuses on the beginnings of the fur trade and the coureurs des bois.

Instructional Strategies

Have the student show you on the map of Québec where the Saguenay River joins the St. Lawrence River. Ask why it would be a good spot for trading (it's easily accessible by boat).

Talk about the Ottawa River—where it is and why it was important to the fur traders (they travelled up the Ottawa River and followed the water route west).

The student works in Assignment Booklet 3B after completing the chapter.

Chapter 11: In Search of Furs

Objective

This chapter focuses on the fur trade and its part in the history of Canada, the Scottish explorers, the emergence of the Métis, and the languages spoken at the trading posts.

Instructional Strategies

Have the student show you Montréal, Grand Portage, and Fort Chipewyan on the map of the fur-trade posts.

Ask the student to show you Lake Superior on the trade-posts map. If the student does not know which lake is Lake Superior, have him or her look it up in an atlas.

On the fur-trade map, have the student point out the locations of the French and English trading posts.

With the student, talk about how the Métis culture and heritage is rooted in the fur trade: the fur trade created relatively peaceful relations between the Europeans and Aboriginal peoples, as there was extensive intermarriage between the fur traders and First Nations women. This led to a blending of First Nations and European customs and attitudes. The voyageurs who married First Nations women quickly learned their languages, and this made for close trading partnerships.

Discuss possible reasons the fur trade ended: changing fashions in Europe; dwindling numbers of beaver; other resources were beginning to be developed; the emergence of the railway.

With the student, look up the paintings of Frances Anne Hopkins on the Internet and in an encyclopedia. Go to the Parks Canada website and read about the Lachine National Historic Site in Montréal. Talk about the life of the fur traders as seen in the illustrations.

If possible, rent or buy the video about Frances Anne Hopkins in "The Petticoat Expeditions Series, Part 2." See the website at the address **http://www.umanitoba.ca/cm/vol6/no6/petticoat.html** for more information.

Look at the map titled "Fur Trade Posts" with the student. Discuss how the fur trade played a role in the creation of Canada by providing a motive for European exploration of much of the country.

Discuss the routes and trading posts used by the North West Company and the Hudson's Bay Company on the map with the student.

An excellent book the student might enjoy about the fur trade is *The Fur Trade in Canada: An Illustrated History* by Michael Payne.

The student works in Assignment Booklet 3B. Remind the student to return to the Student Module Booklet after completing the assignment.

Chapter 12: Furs and Farms

Objective

In this chapter the student learns about the habitants and the seigneurial system of New France.

Instructional Strategies

Together with the student, study the map of territorial claims of the French and English in about 1750. Ask the student to name the territories that belonged to France (New France) and England (Rupert's Land and the American colonies). Note the disputed areas as well.

Have the student show you the Ottawa, St. Maurice, and Richelieu rivers on the map of Québec.

Encourage the student to find out more about the artist Cornelius Krieghoff on the Internet. His artwork appears in the chapter.

The student works in Assignment Booklet 3B after completing the chapter.

Chapter 13: The Fall of New France

Objective

This chapter focuses on the political changes in Québec and their impact on the lives of its citizens and the historical evolution of French and English as Canada's official languages.

Instructional Strategies

Study the chart showing the differences between the French and the British in Québec and discuss them with the student. Ask the student whether the same differences still exist today (they do).

The student works in Assignment Booklet 3B after completing the chapter.

Chapter 14: A Nation Develops

Objective

In this chapter the student learns about the history of Montréal and the political and economic development of Québec.

Instructional Strategies

Encourage the student to learn more about the King's Daughters. The following are books written for children on the subject:

- *The King's Daughter*, by Suzanne Martel, Groundwood Books, 1998.
- *Alone in an Untamed Land: The Filles du Roi Diary of Helene St. Onge*, by Maxine Trottier, Scholastic Canada, 2003.

Assist the student with discussing the factors that led to the rapid growth of Montréal, and have the student explain his or her choice of the most important reason for Montréal's growth when checking question 2.

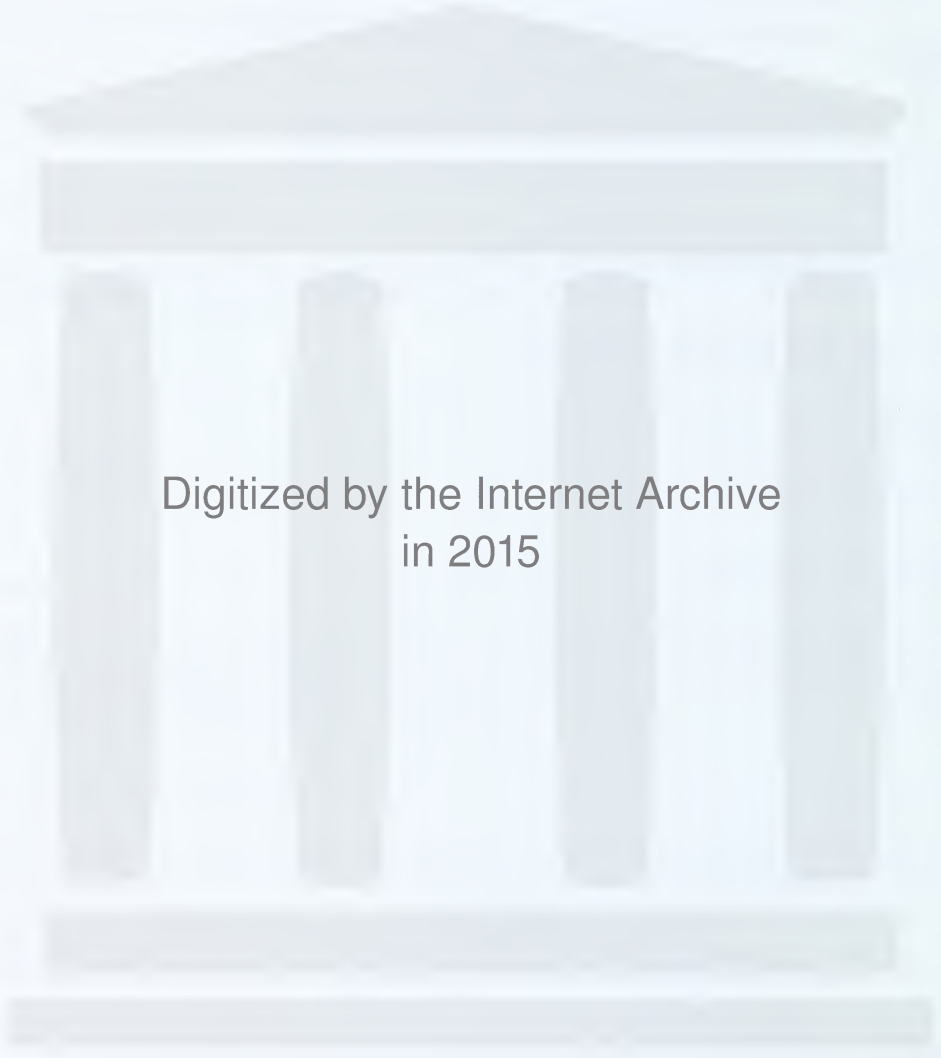
Chapter 15: Au Revoir, Canada

Objective

In this chapter the three students from France meet at the Montréal airport before their flight home and talk about their experiences in Eastern Canada.

Instructional Strategies

In Assignment Booklet 3B, the student writes about a character from Québec's history. Talk about the historical characters the student met in this module. Have the student think about the lifestyles of the people and which ones appeal to him or her most. Go over the instructions in Assignment Booklet 3B with the student.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ASSIGNMENT BOOKLET 3B

Grade 5 Social Studies
Module 3: Chapters 8–15

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

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Grading:

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Additional Information:

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Please verify that preprinted label is for correct course and module.

Teacher's Comments

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Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

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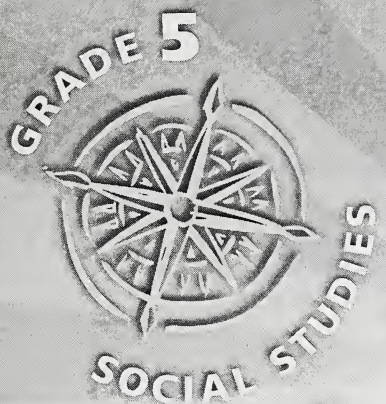
It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



Canada

The Land, Histories, and Stories

Assignment Booklet 3B

Module 3

Experience Québec

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 8 Assignment	16	
Chapter 9 Assignment	18	
Chapter 10 Assignment	8	
Chapter 11 Assignment	12	
Chapter 12 Assignment	12	
Chapter 13 Assignment	10	
Chapter 15 Assignment	14	
	90	

Teacher's Comments

Grade 5 Social Studies
Module 3: Experience Québec
Assignment Booklet 3B

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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ASSIGNMENT BOOKLET 3B
GRADE 5 SOCIAL STUDIES: MODULE 3
CHAPTER 8 ASSIGNMENT TO CHAPTER 15 ASSIGNMENT

This Assignment Booklet is worth 90 marks out of the total 175 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

Chapter 8 Assignment: Québec Treasures

16

Use the map on the following page to answer questions 1 to 5.

(2) 1. a. Draw and label Forillon National Park.

b. Colour Forillon National Park yellow.

(2) 2. a. Draw and label La Mauricie National Park.

b. Colour La Mauricie National Park green.

(2) 3. a. Draw and label Mingen Archipelago National Park Reserve.

b. Colour Mingen Archipelago National Park Reserve purple.

(2) 4. a. Draw and label Saguenay-St. Lawrence Marine Park.

b. Colour Saguenay-St. Lawrence Marine Park blue.

(4) 5. a. Draw and label the two Québec provincial parks mentioned in Chapter 8 on the map.

b. Colour the two provincial parks red.

ADAPTED FROM MAP RESOURCES

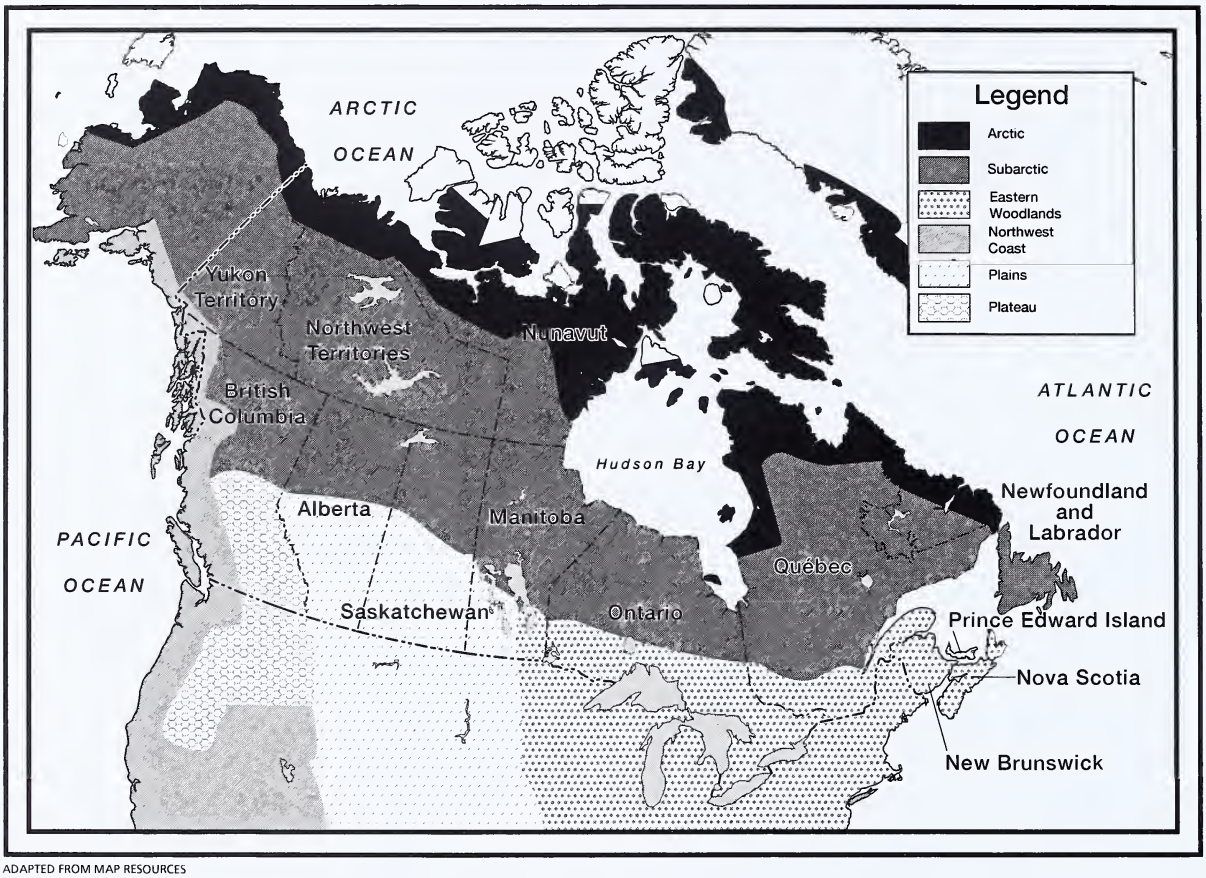
(4)

6. In the Student Module Booklet, Madame Daly calls Québec's parks "treasures" and then goes on to explain the purposes they serve. In a paragraph, explain why national and provincial parks were created. Include at least four reasons.

Turn to Chapter 9 in the Module 3 Student Module Booklet.

18

Chapter 9 Assignment: Aboriginal Peoples of Early Québec



ADAPTED FROM MAP RESOURCES

1. Use the map above and the clues below to help you name each Aboriginal region.

(1) a. In this region, people ate clams, crabs, mussels, salmon, and other fish caught along the Pacific Ocean.

_____

(1) b. In this region, people lived in the coldest area of Canada. _____

(1) c. In this region, people were nomads and lived in the largest region.

_____

(1) d. In this region, people hunted bison as far west as the Rocky Mountains and south into what is now the United States. _____

(1) e. In this region, people were farmers as well as hunters and fishers.

_____

(1) f. In this region, people people lived in the area between the Rocky Mountains and the west coast. _____

(2) 2. What do Aboriginal stories tell us about the relationship between people and the land and its resources?

_____

_____

_____

_____

(8) 3. Finish filling in the chart below to show how Aboriginal culture and ways of life were different in each of the regions in Québec. Sections of the chart have been done for you.

Regions	Name of Aboriginal Peoples	Shelter	Food	Transportation
Arctic		igloos and tents		
Subarctic	Nehiyawak, Innu		animals like geese, deer, caribou, moose, and rabbit	
Eastern Woodlands				foot and canoe

(2) 4. Use the information from the chart and in Chapter 9 to explain why there are differences in the ways of life of Québec's early Aboriginal peoples.

_____

_____

_____

_____

Turn to Chapter 10 in the Module 3 Student Module Booklet.

8

Chapter 10 Assignment: Fish and Fur

1 1. Where did the first European fur traders build their trading posts?

_____

3 2. Give three reasons they chose this location.

_____

_____

_____

_____

_____

_____

2 3. a. Who were the coureurs des bois?

_____

_____

2 b. Explain why the coureurs des bois were willing to endure tremendous hardships to search for furs.

_____

_____

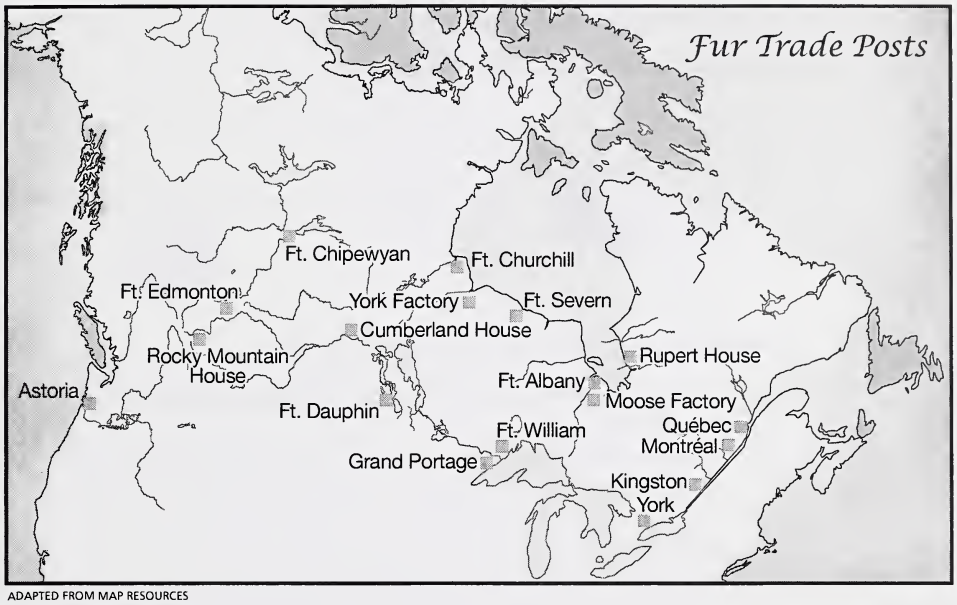
_____

_____

Turn to Chapter 11 in the Module 3 Student Module Booklet.

12

Chapter 11 Assignment: In Search of Furs



ADAPTED FROM MAP RESOURCES

1. Look at the map above. It shows the main trading posts that existed by 1800. Use your map of Canada and an atlas to help you with the following questions.

(1) a. On which lake is Fort Dauphin located? _____

(1) b. Rupert House is located on what body of water? _____

(1) c. Fort Chipewyan is on which lake? _____

(1) d. Fort Churchill is located on _____.

(1) e. What river flows by Fort Edmonton? _____

(1) f. Fort William is on this Great Lake. _____

(1) g. The Columbia River ends at this trading post. _____

(1) h. Montréal, the French centre for the fur trade in New France, was located on this river.

_____

(1) i. Name one of the two posts which are not in present-day Canada.

_____

(1) j. Which fort is closest to where you live in Canada? _____

(2)

2. Why was it so important that the forts be located on rivers?

Turn to Chapter 12 in the Module 3 Student Module Booklet.

12

Chapter 12 Assignment: Furs and Farms

(4)

1. How did interaction with the First Nations peoples affect the lives of the French Canadians? Include four examples.

(4)

2. Draw a diagram of land division under the seigneurial system along the St. Lawrence River in New France.

(4)

3. What was the most important advantage of land division under the seigneurial system?

Turn to Chapter 13 in the Module 3 Student Module Booklet.

(10)

Chapter 13 Assignment: The Fall of New France

(2)

1. The battle at the Plains of Abraham was one of the final battles that brought about the fall of New France. What was the outcome of this battle?

(2)

2. What was the *Québec Act*?

(2)

3. Explain why the *Québec Act* was a good way to solve problems between the French and English at that time.

(2)

4. Explain how the *Québec Act* helped Canada to have two official languages today.

Use the following map to help you answer the question 5.

ADAPTED FROM MAP RESOURCES

(2) 5. Why was the colony of Québec divided into two?

_____

_____

_____

Turn to Chapter 14 in the Module 3 Student Module Booklet.

14
11

Chapter 15 Assignment: Au Revoir, Canada

1. In this module you have learned about the many distinct groups of people who have contributed to the diversity of Canada's heritage. Many lived in what is now Québec, including the different Aboriginal peoples, fishers, explorers, habitants, seigneurs, missionaries, coureurs des bois, voyageurs, Grey Nuns, and King's Daughters.

   If you could have lived in Québec in the past, who would you have been? Perhaps you would have been a United Empire Loyalist, a member of the Haudenosaunee First Nation, or maybe an explorer such as Samuel de Champlain. Which lifestyle would appeal to you? Write three paragraphs describing your character. Be sure to edit your writing. Attach your project to Assignment Booklet 3B.

   Include the following information in paragraph one:

   - who you are
   - where you come from
   - why you came to the region now known as Québec
   - what you did once you got there
   - the language you speak

   Include the following information in paragraph two:

   - what the conditions of life are like and some of the hardships you encounter (the climate, the soil, getting a home, how easy or difficult it is to find food)
   - how you survive

   Include the following information in paragraph three:

   - your contributions to the new country
   - the rewards of living in Québec

2 2. Draw and colour your character or find a picture on the Internet to print. Attach the picture or drawing to Assignment Booklet 3B.

1 3. If you could go back in time and meet your character in person, what question would you ask about his or her lifestyle?

_____

_____

Turn to the Module Summary in the Module 3 Student Module Booklet.

Home Instructor's Feedback Form for Module 3

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 3

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?

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